

*Using Summarization As A Technique To Teach Reading Narrative Text To The Tenth Graders Of SMA Negeri 1 Krembung*

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**Abstrak**

Dalam tesis ini, membaca dipilih sebagai subjek yang ingin dipelajari karena merupakan salah satu alat dasar dalam pembelajaran bahasa. Keterampilan membaca dalam mengajar bahasa Inggris untuk SMA memiliki peran besar dalam mendukung keterampilan lain dalam bahasa Inggris. Penelitian ini dirancang untuk menggambarkan menggunakan summarization sebagai teknik untuk mengajar siswa pemahaman bacaan untuk kelas sepuluh SMA. Penelitian ini disusun beberapa pertanyaan: (1) bagaimana penerapan teknik summarization dalam pemahaman membaca mengajar Dan (2) bagaimana respon siswa terhadap penggunaan teknik summarization dalam membaca mengajar ?. Penelitian ini telah membuktikan bahwa teknik summarization dapat membantu siswa dalam memahami setelah membaca teks naratif. Studi ini menunjukkan manfaat dari ringkasan. Hasil pengamatan dibuktikan bahwa siswa kelas X di SMAN 1 Krembung mengalami kesulitan dalam keterampilan membaca. Diharapkan bahwa guru akan memanfaatkan strategi baru untuk meningkatkan kompetensi pemahaman siswa. Dengan demikian, peneliti menyarankan strategi baru yang disebut teknik summarization. Strategi ini sangat efektif untuk meningkatkan membaca pemahaman keterampilan siswa untuk mendapatkan informasi secara tidak langsung dinyatakan dalam teks. Daftar periksa pengamatan menunjukkan bahwa aktivitas kelas berjalan dengan baik. Hasil penelitian menunjukkan bahwa ada peningkatan keterampilan pemahaman siswa. Hal ini dapat dilihat dari hasil observasi siswa pada akhirnya dan kuesioner. Semua siswa bisa mencapai standar. Akhirnya, diharapkan untuk memberikan kontribusi yang berguna untuk guru dan siswa dalam pengajaran bahasa Inggris dan proses belajar. Selain itu, penelitian ini diharapkan dapat membantu para peneliti lain sebagai referensi jika mereka ingin melakukan penyelidikan yang lebih luas di bidang yang sama.

**Kata Kunci:** Membaca, naratif teks, summarization technique.

**Abstract**

In this thesis, reading was selected as a subject that wants to be studied because it is one of basic tools in language learning. Reading skill in teaching English for Senior High School has great role in supporting other skill in English language.

This study is designed to describe using summarization as technique to teach the students reading comprehension to tenth grader of senior high school. This study composes some questions: (1) how is the application of summarization technique in teaching reading comprehension And (2) how are the students' responses toward the use of summarization technique in teaching reading?.

This study has proved that the summarization technique can help the students in understanding after reading a narrative text. The study shows the benefits of summaries. Observation result attested that the tenth grade students at SMAN 1 KREMBUNG were having difficulties in reading skill. It was expected that the teacher will utilize a new strategy to enhance the students' comprehension competence. Thus, the researcher suggested a new strategy called summarization technique. This strategy is very effective to enhance the students' reading comprehension skill to get some information indirectly stated in the text.

The observation checklist showed that the classroom activity ran well. The result of the research showed that there was an increasing in students' comprehension skill. This could be seen from the results of students' observation in the end and of the questionnaire. All the students could reach the standard.

Finally, it is expected to give useful contribution to the teacher and the students in English teaching and learning process. In addition, this study is expected to help the other researchers as references if they want to conduct wider investigation in the same field.

**Keywords:** reading, narrative text, summarization technique

## INTRODUCTION

On the world of education in learning process, reading is several media of learning process in the class. (Depdiknas 2006). According to Jeremy Harmer ,2001. Reading texts provide opportunities to study parts of language such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Good reading texts can introduce interesting topic, stimulate discussion, exciting imaginative responses and fascinating lessons.

There are two problems of Students about reading comprehension stated by William (2010). *The first*, learning to read English can be struggle for some students, since they assume that reading is difficult and make them suffer from low self esteem causing motivated to read English. Low self esteem is caused by lack of vocabulary and incompetent to read English. It also reduces the students' motivation to continue the challenge. *The second*, the students are unable to decode the written word. It means that the students cannot understand the meaning of written word. Without being able to decode the written word, reading comprehension is impossible. To decode the written word, the readers must be able to integrate what they are reading with their prior knowledge.( *Christen, William L. - Murphy, Thomas J.2010*).

There are writers wrote about students' reading problems. Those are about vocabulary, understanding meaning of words, sentence structure and students' knowledge about the world. Those are elements that students should have. They will be able to understand text well. As a teacher has to be able to solve the problem. He can use an appropriate strategy to teach reading.

Technique is someone's specialized methods used in any specific field, especially in teaching reading. According to Richards, technique is the important thing for a teacher to be able to deliver the material to the students. While in the language learning, technique is instrument used to active students in developing their language ability. Teacher has to be able to chose that used in his teaching learning.

Such a condition leads the researcher to an opinion that there might be something wrong with the instruction implemented so far. Therefore, some factors affecting the success of instruction, one of which is the teachers reading technique. It is needed to be reviewed and better teaching techniques are necessary to be pursued. One of the reading strategies that can be used for bringing about an improvement in students ability in comprehending a text is by summarization technique.

According to Rick Wormali (2005), summarization can be thought of s complex processes where students spend time "restating the essence of text

or an experience in a few words as possible or in as few words as possible or in a new, yet efficient, manner". Using this technique, student summaries are analyzed by counting the number of main ideas and main supporting. Main ideas are in the original text. The result of the research indicates that the student's summaries fall within a good category. This technique is effective in improving the student's inferential comprehension skill to get information, which is not directly stated, in the text. In order for summarization to be effective, the student must be able to process the ideas of the passage and consider how they are related to one another. Based on friend, this study strategy help readers associate text concepts into their schemata and can extend cognitive capacity.

Based on the background of the study above, the researcher formulates the research question, as follow:

1. How is the application of summarization technique in teaching reading comprehension?
2. How are the students' responses toward the use of summarization technique?

## RESEARCH METHOD

Based on the research question, The research design of this study was descriptive qualitative research. In this research, there was no control of treatment as in experimental research. Jacob (2010) stated that qualitative research is a research that investigates the quality of relationships, activities, situations, and materials. One chooses a qualitative study because it is the appropriate method for investigating the problem. Qualitative research studies behavior as it occurs naturally in a classroom (Ary et. al., 2010).

Descriptive qualitative research was believed become appropriate design to find the answer of research question in this thesis. Detailed information of using summarization as technique to teach reading narrative text could be explored. The researcher was also able to find out the students' response toward summarization technique which is used in teaching reading narrative text In this study, the researcher aims to describe How is the application of summarization technique in teaching reading comprehension and to know the students' response toward summarization technique.

In this study, the researcher collects the data by doing observation and questionnaire students. Observation is done by using observation checklist and field notes to observe the activities in the classroom during the teaching and learning process. She ticked the 'Yes' or 'No' column on it to mark whether the indicators in observation checklist were done or not. The

observer also wrote down on the field note to complete the information which was not given in observation checklist. In addition, the consideration of succeed in implementing the action is also based on the result of students' summaries.

When teaching learning activity had done, the observer distributed questionnaire which consist of fifteen question. That was the last step for collecting data which was done by the researcher. It proposed to know about the students' toward the using summarization. The questionnaire was in multiple choice forms. The students choose the answer based on their mind without any interference the observer or the teacher.

After getting all of the data needed, the researcher analyzes the data qualitatively in descriptive way using words and sentences. The data are taken during the teaching and learning process in the classroom. The data are analyzed based on the result of observation and summaries the students. There were three stages in analyzing the data of this research.

First stages was choosing and identifying data. The researcher collected and identified the data from observation checklist, field note, and questionnaire. Those instruments were relevant and appropriate with the research problem in this research. The researcher could describe and interpreted the data more precisely by using those instruments.

The second stages were displaying data. The data of this research was the summarization of reading narrative text. Then, questionnaire's answers were analyzed to know the students' response summarization.

The last stages was drawing conclusion. The interpretation of all the data which collected from instruments was concluded into a good conclusion. The conclusion would be able to answer the research question formulated in this research.

## **RESULT AND DICUSSION**

This chapter dealt with the data presentation and discussion of the research. The researcher would like to consider and review what happened during the implementation of summarization technique in improving the students' reading comprehension ability.

First meeting was conducted on Saturday, April 19<sup>th</sup> 2014 at 11.30 to 01.00 a.m at SMAN 1 Krembung. The class began 15 minutes late because the previous teacher had not ended her explanation when the English teacher came. While waiting the previous the teacher finishing her explanation, the English teacher rechecking her preparation for teaching.

When the teacher waiting in front of the classroom, there are services that repair LCD and Ac in the classroom. The servicer finishing the repair on 15 minutes.

When the time showed at 12.00 o'clock, we came to the X- MIA 1 class. The teacher started class by greeting the students.

The student interested to the lesson. After the student understood about the narrative text then the teacher gave a briefing about summarization technique. When the teacher described the technique with the students, he used bilingual language. The teacher give the

example of narrative text. How did summarize the narrative text. The teacher explained again what Narrative was by using power point. After constructing the summarization technique, the teacher asked the students to collect their summary of text. Then, he reviewed the content of text, checked the students' comprehension, and made conclusion of the text.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of summarization technique. As a result, the researcher got some information from the students' responses. The teacher also could know how far the technique helped the students to comprehend a text. The result of dialogue could be the reflection for the next meeting, because the bell was ringing. It means that we stopped the lesson. We will continue on next week.

The second meeting was held on Saturday, April 26<sup>th</sup> 2014 at 11.30 to 01.00 a.m. the researcher came to school same with first meeting.

In the second meeting, the teacher started greeting and checking the students' attendance list. The teacher had prepared the topic which would be used develop summarization technique that had been taught before. In this meeting, the teacher chose narrative text as the topic.

The teacher distributed a piece of the narrative text to the students. Then, he asked the students to read the title of the text together. Next, the teacher made the statements or questions related of narrative text (orientation, complication, re-orientation).

The teacher gave summarization technique. The first write with use another word but it is same meaning. The second change the active to the passive.

After the student understand, the teacher gave the students a paper of blank sheet of summarization as technique model. The students follow the guidelines given.

Before closing the class, the teacher evaluated the teaching and learning process. Then, he asked the leader of class to distribute the questionnaire given by the researcher. The questionnaire will show the opinion of each student toward the using of summarization as technique to teach the students' reading comprehension.

The students submitted the questionnaire while waiting the bell rang and she left the class.

Several the students which reading narrative loudly. Teacher leaded the students to understand main idea and supporting sentence.

The teacher helped the students to summarize the text containing the topic, main idea, and details or examples. The teacher also motivated the students to summarize the text by using their own words.

While all of the students were summarizing the text, the teacher controlled the students' work by coming to their desk and giving motivation to them.

After conducting the summarization activity, he teacher got the students to submit their assignment. Then, He reviewed the content of text, checked the students' comprehension, and concluded the content of text.



Before closing the class, the teacher evaluated the teaching and learning process. Then, he asked the leader of class to distribute the questionnaire given by the researcher. The questionnaire will show the opinion of each student toward the using of summarization technique to teach the students' reading comprehension.

The students submitted the questionnaire while waiting the bell rang and she left the class.

There are fourteen questions in the questionnaire which was distributed to the students. The first question concern about the student's opinion of English lesson. It was used to know how much students like with English lesson. As a result, most of students like English lesson. The second question concern about topic which reading skill narrative text. It was used to know how much students like with reading narrative text. Almost all students like reading narrative text. The third question concern about material narrative text. It was used to know how much students like material of the narrative text. Almost all students like material of narrative text. The fourth question dealt with how much students like when they were helped by teacher if they got problem in reading. All of students like to be helped to overcome their problems.

The fifth question concern about what summarization technique was used by the teacher before.. As the result, most of students said "yes" it means that the teacher never use the summarization technique. The sixth question concern about using summarization as technique to teach reading by teacher. It was used to know how much students like with summarization as technique. As the result all of students like with summarization technique to teach reading by teacher.

The seventh question concern about component of narrative text. It was used to know how much students have difficult of component of narrative text. Averagely students have difficult to know component of narrative text.

The eighth question concern about vocabulary of narrative text. It was used to know how much students difficult reading text because of vocabulary in narrative text. Averagely student difficult understand reading because of vocabulary in narrative text.

The ninth question concern about language features of narrative text. It was used to know how much students difficult reading because of language features in narrative text. As the result, averagely difficult to understand the language features. The tenth question concern about difficulties reading narrative text by themselves. The eleventh question about how much students difficulties of vocabulary when reading narrative text. As the result, averagely of students have difficulties reading narrative because it is about vocabulary. The twelve question concern about grammar. It was used to know how much students difficult reading because of grammar in narrative text. Thirteen question concern about difficulties factor of pronunciation. It was used to know how much students difficult reading because of pronunciation. As the result, averagely of students have difficult reading because of pronunciation. The fourteen question the last question concern about effectiveness of

summarization technique. All of students interested in used summarization as technique.

The result was most of the students really understand and improve their memory with using summarization as the technique. The students like the implementation summarization to help them be able to enrich their vocabulary.

The students finished their composition at 01.00 p.m and then submitted it to the teacher. The teacher closed the lesson right after all of the students submitted their tasks.

## **Discussion**

In the discussion, the writer will be discuss about the research finding and divided into four matters, namely the discussion of the classroom, the discussion of the students responses toward the implementation of the strategy, the discussion of the discussion of the results of reading comprehension test, and the discussion of the advantages and disadvantages of the strategy.

The observations were held on April, 19<sup>th</sup> and 26 2014 that used summarization technique to teach reading comprehension narrative text to tenth graders. In every meeting, teacher opened the lesson by greeting students and teacher give motivate the students, before beginning the lesson. The teacher also told students about the topic that going to discuss and the goal of the lesson which they had to reach.

In first observation, teacher had given motivation to stimulate students before they got the lesson. He gave an explanation of definition of narrative text include the generic structures, the language features, and the example narrative text. According to Anderson (1998:27), he says that there are several types of narrative text. It can be imaginary, factual or combination of both. Types of narrative text can be categorized as fiction and nonfiction. Then, he asked some question related to the explanation of narrative text.

The weakness of the first observation was the teacher might a little bit confusing application of summarization the text because the limited time. In this meeting, the teacher did not active the students' background knowledge.

The second observation, teacher started the lesson not only by saying greeting and checking the students' attendance list, but also motivating the students. The teacher distributed a piece of narrative text and asked the students to read the title of the narrative text. According to Renzo (1985:52) stated that clearly. Then, the students reading narrative text done, they know main idea, supporting ideas.

According to Rick Wormali (2005,32) , the students can be easy to use this summarization technique, students summaries are analyzed by main ideas and main supporting. Main ideas are in the original text.

The weakness of second observation was the teacher did not give any brainstorming. He began the lesson by distributing the students' work and giving a question whether the students had understood about the materials or not.

As the result of the students' task revealed that the students reading ability showed good result based on

summarize of narrative text. Therefore, the students were less motivated to learn the text. In the second cycle, the students did not face some problems about the topic. The result of questionnaire showed that the topic was relevant with students' interest and easy to understand. The researcher could make a conclusion that most of students like summarization as technique to help them. Thus, it improved their vocabulary and motivated them to learn. Harvey & Goudvis (2007), stated that summarization technique can help students to identify the text, it is effective ways than any other teaching media in reading.

According to the discussion of the result of questionnaire and the observation checklist, there are many advantages of summarization technique.

They are mentioned as follows:

- a) The students will have more confidence in uttering their opinion in the classroom.
- b) Since the topic is interesting, the students will be curious and much more motivated to read.
- c) If students are accustomed with this strategy, they will need less time to read the text.
- d) The students will be more active to take a part in the classroom.
- e) The students will be accustomed to summarize.
- f) The students will be able to improve their memory.
- g) The students will be able to enrich their vocabulary.

The advantages of this strategy come from the choice of the text. This technique will be difficult for the students if the teacher is unable to select the topic of the text based on the students' level of proficiency. Therefore, the teacher should be able to select the topic that matches with the students' interest and knowledge.

## Conclusion

Based on the result and discussion of the study conducted by writer on 19<sup>th</sup> April 2014 and 26<sup>th</sup> April 2014, the application of summarization as the technique to teach reading narrative text to the tenth graders of SMAN 1 Krembung could make students to addition new vocabulary in their memory. Summarization technique could make improving in reading narrative text, it can understand about content of narrative text quickly, and also improving writing creativity.

The students responses toward the use of summarization as technique are they active to take a part in the classroom. The students will be curious and much more motivated to read. The students will have more confidence in uttering their opinion in the classroom. Since the topic is interesting, the students will be curious and much more motivated to read. If students are accustomed with this strategy, they will need less time to read the text. The students will be more active to take a part in the classroom. The students will be accustomed to summarize. The students will be able to improve their memory. The students will be able to enrich their vocabulary.

## Suggestion

Based on the result of research, the writer suggest :

Teacher should be able to select the topic that matches with the students' interest and knowledge. This technique will be difficult for students if the teacher is unable to select the topic of the text based on student's level proficiency.

For the other researcher, the researcher hopes that the next study of the other researcher will conduct the other kinds of summarization technique and other subject. This research or another research which related with this research. There were so many elements or English skill to be conducted as a research.

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